

January 2010

# School Budget Development Guide School Year 2010-2011

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## I. Introduction

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This guide is intended to assist each school principal and their Local School Restructuring Teams (LSRTs) or School Budget Committee (SBC) in understanding the 2010-2011 school budgeting process. This manual includes the budget development timeline, instructions on the use of each fund type, personnel information and instructions on completing the budget template and the petition process.

Through this process, school principals will work with their school communities, including their Local School Restructuring Teams or School Budget Committee and Instructional Superintendents to develop a budget that is aligned with the DCPS Effective Schools Framework and each school's Comprehensive School Plan. While principals must work collaboratively and fully engage LSRTs, SBCs and the broader school community in the budget development process, the roles that these groups play is advisory. The final budget and the final budget submission is the sole responsibility of the school principal.

As in previous years, budget allocations are based on enrollment projections. However, this year, DCPS participated in a legislatively-mandated process designed to create sector-level enrollment projections for DCPS and the public charter schools. Under the direction of the Office of the State Superintendent of Education, a working group consisting of the Brookings Institution, 21st Century School Fund, and the Urban Institute developed overall enrollment projections for both DCPS and the Public Charter Schools this year. The working group derived these projections through analysis of many factors, including historical enrollment, demographic changes (i.e. birth rates and other population changes, etc.), and changes in the availability of other programs. DCPS's school level enrollment projections must fall within that district-wide projection established by the legislatively mandated working group.

Just as last year, the 2010-2011 Comprehensive Staffing Model (CSM) approach to school budgeting consists of the following two components: "Core Staffing" and "Flexible Funds." The CSM is designed to ensure that all schools offer all students the full complement of academic programming and wrap-around services that we believe are essential for students to succeed. The CSM combines the equitable allocation of core resources to all schools with the flexibility of local school decision making to ensure that each school program is tailored to meet the needs of the particular school community. Flexible funds represent the largest proportion of each school's budget to provide maximum flexibility to meet the unique needs and goals of individual school communities.

The Core Staffing is the only required component of the 2010-2011 budgets (other than federal compliance guidelines). However, schools may request changes to the Core Staffing through the budget petition process. These petitions must be submitted to your instructional superintendent prior to the completion of the budget. Budget petitions are due by January 26 and will be approved or denied by February 1. If a school is petitioning, it must still submit a preliminary budget that does not incorporate the requested petition, so that the school is prepared in the event of a denied petition request. More information on the petition process is in Appendix F.

On January 14, principals will receive a budget worksheet that includes the following:

- Projected enrollment information
- Revenue information (identifying all sources)
- Core Staffing (required positions)

- Position funded centrally
- Positions provided by other agencies
- Flexible Funds (funds that can allocated to PS and NPS as determined by the school)
- Recommended allotments of Non-Personnel Spending

Working with their instructional superintendent, schools are expected to complete a preliminary budget template and submit it electronically, through a Quickbase application. School budgets must be submitted by February 3, 2010. If necessary or requested by the principals or LSRT, a budget roundtable will be held to finalize the school budget. Roundtables will be scheduled between February 8<sup>th</sup> and 19<sup>th</sup>.

This budget guide presents the process and the guidelines needed to create a school budget. In the course of this year's budgeting process, information may be added or updated. Readers should continue to check the DCPS website for any additions or updates to this guide or to the budgeting process more broadly. Additionally, this year's budget process, and this budget guide reflect DCPS's goal of protecting school budgets and current revenue projections. However, in the current economic climate, revenue projections can change. All those involved in the budgeting process need to remain conscious of the fact that DCPS may be forced to make changes to the Core Staffing Model or other components of school budgets.

## II. 2010-2011 DCPS BUDGET DEVELOPMENT TIMELINE

Date	Action
December 16, 2009	Briefing for principals and LSRTs
December 29, 2009 January 7, 2010	Technical assistance sessions for principals, 10am at Central Office, 825 N. Capitol St, NE
January 7, 11 and 13, 2010	Budget information sessions for LSRTs and parent advisory groups, 6:30-8pm, Langdon (7 <sup>th</sup> ), Savoy (11 <sup>th</sup> ) and Bancroft (13 <sup>th</sup> )
January 4, 2010	Enrollment projections given to principals
January 6, 2010	Enrollment projection petitions due into the GoogleForm
January 11, 2010	Enrollment petitions decisions final
January 14, 2010	All-principals meeting to share final school budget allocations, petitions and technology, McKinley HS, 4:30-5:30pm
January 20-26, 2010	Technical assistance sessions for principals and LSRT's
January 26, 2010	Budget petitions due (decisions by February 1, 2010)
February 3, 2010	School Budgets due
February 8-19, 2010	School Budget Roundtables

### III. REQUIRED STAFFING & BUDGET REQUIREMENTS

#### Core Staffing

For SY10-11, the following staff or programs are required at every school unless otherwise approved via the budget petition process.

Position	Guideline
Principal	
Custodian	1 FTE Custodial Foreperson required. The remaining custodial positions are supported by flexible funds.
Media Specialist/Librarian	Minimum .5 FTE (minimum requirement will vary by school and be reflected on budget allocation sheet)
Art, Music & PE	Program required – does not have to be FTE, can be demonstrated program (i.e., Fillmore)
Paraprofessionals	Pre-School, Kindergarten & Bilingual Education
Special Education Coordinator	Generally 1.0 FTE. (ET-10) Deviation from formula requires petition approval. Special Education Coordinator must be an ET-10 (no ET-15s serving as SECs)
Social Worker or Counselor	Generally 1 FTE, may petition for less based on enrollment
Instructional Coach	Minimum 1 FTE
JROTC	If your school has JROTC in SY 2009-2010, you must budget for the same program for SY 2010-2011

#### JROTC

Currently, the salaries for JROTC instructors are paid for in equal shares by the federal government and DCPS central office. Beginning with the FY11 budget, schools with JROTC programs will be responsible for 50% of the instructors' salaries as well as the federally-controlled cost of living adjustment (COLA) that is added to the salaries each year.

If a school offered JROTC in School Year 2009-2010, they are expected to provide the same programming in School Year 2010-2011. A school must submit a budget petition to make any changes to the JROTC program in FY11. Only salary responsibilities are being moved to the local school budget. All supplementary funding, such as uniforms, supplies, etc. will remain the responsibility of the Federal Government, purchased by the school instructors.

### JROTC Staffing Requirements:

Number of Students	Required instructors
0-150	2 JROTC Instructors
Greater than 150	3 JROTC Instructors
The third instructor is added in the third year only if a program has 2 years of enrollment above the 150 student mark. If a school with three JROTC instructors has a total enrollment of less than 150 students for two consecutive years, the third instructor position is eliminated in the third year.	

## Innovative School Models

### Full Service Schools (FSS)

The following schools will continue to be Full Service Schools for the FY 2010-2011 School Year:

1. Eliot-Hine MS
2. Hart MS
3. Jefferson MS
4. Johnson MS
5. Kelly-Miller MS
6. Kramer MS
7. MacFarland MS
8. Ronald Brown MS
9. Shaw MS
10. Stuart-Hobson MS
11. Sousa MS

FSS have the following **mandatory** positions and are in addition to all other school positions:

**Assistant Principal Intervention (API) (1) – ET 8**

**Instructional Coach (2) – ET 15**

The following schools should also be allocated an **Academic Resource Teacher (1) – ET 15**

Shaw at Garnet-Patterson MS

Eliot-Hine MS

Jefferson MS

Stuart-Hobson MS

The API and Academic Resource Teachers are supported by funds provided in conjunction with the Blackman-Jones litigation. This funding for full-time, 12 month positions is placed directly in school budgets.

The positions associated with the FSS model cannot be changed via the budget petition process.

Finally, there are contracted school based positions (**Choices, Inc**) and **DMH Clinicians** that will be included on school budgets. A general dollar amount, rather than the actual position, will appear on the budget, so as to add flexibility within the school to decide on the “type” of contracted positions that they wanted to choose. Schools can choose between a Respect Center, a 521 Mentor and a Student-



Family Care Coordinator. All FSS schools have this option; however, some schools will have a choice of 1 position and the others 2. This is dependent upon if a school chooses an Academic Resource Teacher. Currently, the schools who have 1 choice (because they chose the Academic Resource Teacher) are Jefferson, Shaw, Eliot-Hine and Stuart-Hobson.

### **Catalyst**

The following schools are Catalyst schools for the 2010-2011 School Year:

1. Beers ES
2. Burroughs EC
3. Columbia Heights EC
4. Eaton ES
5. Emery EC
6. Langdon EC
7. Ludlow-Taylor ES
8. Malcolm X ES
9. Payne ES
10. Sousa MS
11. Takoma EC
12. Tyler ES
13. Whittier EC

There will be one Catalyst Coordinator position at each school which is an additional FTE. This position will be funded through the Office of School Innovation's (OSI) budget.

These positions are full-time ET-10s and are required at every Catalyst school. The Catalyst Coordinator position cannot be changed via the budget petition process.

### **International Baccalaureate (IB)**

The following schools are IB schools for the 2010-2011 School Year:

1. Banneker SHS
2. H.D. Cooke ES (IB Candidate)
3. Deal MS
4. Shepherd ES (IB Candidate)
5. Thomson ES (IB Candidate)

Diploma Programs must have a full-time IB Coordinator (ET-15), a CAS Coordinator, an Extended Essay Supervisor, and teachers dedicated to teach courses from each of the 6 groups of study.

Middle Years Programs must have someone designated to be the IB Coordinator, and must have dedicated staff to teach courses from all content areas to students in each grade of the program.

The Primary Years Programs must have a designated IB Coordinator, and have enough teachers to teach all of the content areas to students in each grade. In some cases, principals may have to dedicate a teaching position to teach a specific content area (PE, Art, Music, World Language, etc).

### **School-wide Application Model (SAM)**

The following schools are SAM schools for the 2010-2011 School Year:

1. Beers ES
2. Ferebee-Hope ES
3. Garfield ES
4. Hendley ES
5. Kenilworth ES
6. MC Terrell ES
7. Moten at Wilkinson ES
8. Murch ES
9. Neval Thomas ES
10. Noyes EC
11. Patterson ES
12. Raymond ES
13. Shaed EC
14. Simon ES
15. Stanton ES
16. Turner at Green ES

Each SAM school is required to have a full time Academic Intervention Coach which cannot be attached to any other position. The coach is responsible for implementing the SAM model which is a Response to Intervention (RTI) approach to school-wide reform. Funding for SAM positions comes from Blackmon-Jones but will be added to each school budget for the coach.

### **Partnership Schools, Autonomous Schools and DC Collaborative for Change (DC3)**

The following schools are Partnership schools for the 2010-2011 School Year:

1. Anacostia SHS
2. Coolidge SHS
3. Dunbar SHS

The following schools are Autonomous schools for the 2010-2011 School Year:

1. Banneker SHS
2. Barnard ES
3. Key ES
4. Noyes EC

The following schools are DC3 schools for the 2010-2011 School Year:

1. Brent ES
2. Hyde ES
3. Janney ES
4. Mann ES
5. Maury ES
6. Miner ES
7. Montgomery ES
8. Orr ES
9. Smothers ES
10. Webb-Wheatley ES

As part of the autonomy associated with these initiatives, Partnership Schools, Autonomous Schools and schools in the DC3 have flexibility to deviate from core staffing requirements. These flexibilities are tied directly to achieving specific outcomes. These schools are encouraged to consider the various functions that the flexible positions assume at the school level, particularly in relation to a school's interface with Central Office functions and the outcomes they are targeting. Some of these considerations are listed below each position. This group of schools is encouraged to engage with program managers and staff from the OSI when making decisions around budget flexibilities.

Partnership Schools, Autonomous Schools and DC3 schools must adhere to budgeting rules with some exceptions to the core staffing model. These schools are not required to have the following positions:

- Principals
- Art Teacher
- Music Teacher
- PE Teacher
  - DCPS graduation requirements (as dictated by DC Municipal Regulations) include 1.5 Carnegie units of physical education
- Media Specialist/Librarian
  - Media Specialist/Librarian can provide instruction and support around technology, reading strategies, research skills, etc. with a well-equipped and updated media center
- Social Worker/Counselor
  - Social workers can be used in a variety of capacities: implementing family and community engagement strategies, providing direct counseling services, staff professional development around social/emotional needs of students, among others
  - Social workers coordinate school-level crisis response
  - Social workers serve as primary liaison between school and other DC government agencies (Department of Mental Health, Department of Youth and Rehabilitation Services, etc.)
- Substitutes
- Special Education Coordinators
  - Please refer to SEC guidelines under the budget rules for the Office of Special Education

### **Pre K-8 Schools**

PreK-8 Schools should work closely with their instructional superintendent to develop school budgets that support the needs of their unique student populations. The following guidelines have been established to assist PreK-8 schools relative to staffing, scheduling, and program design. These guidelines should help schools as they design programs to meet the needs of their specific school communities.

### **PreK-8 Staffing Model:**

For every 21 students in a school, DCPS allocates funds sufficient for one teacher. Ultimately, in the PK-8 School:

- **Grades PK-5** will generally be self-contained.
- Schools that have a larger student population at the intermediate level (3-5) can explore partial departmentalization. For partial departmentalization, students are double blocked receiving Science and Math from one teacher and Social Studies and Language Arts from another teacher.

- **Grades 6-8** will generally be departmentalized. Students will rotate to classes as in a traditional middle grades program.
- Schools that are unable to departmentalize at the 6<sup>th</sup> grade level can explore partial departmentalization where students are double blocked receiving Science and Math from one teacher and Social Studies and Language Arts from another teacher. However, at least **two** 6<sup>th</sup> grade teachers must be on staff at each school.
- An **Assistant principal** should generally be in place for the middle grades.
- A **School Counselor** will deal with student transitions (specifically the 8<sup>th</sup> grade transition to HS), address mental health issues, and serve as Point of Contact for the Advisory Program at the school.
- A **Dean of Intervention** should generally assist with implementation and sustenance of the social, emotional and developmental needs of students and provide added wrap around support to students within this grade configuration.
- Teachers of Grades 7 and 8 all have to be secondary certified in order to remain highly qualified. Principals are required to recruit HQT with Secondary Certification to teach these grade levels.

#### PreK-8 Guiding Principles:

- An interdisciplinary approach to teaching and learning should be supported by the budget at each school. Schools will need to determine what this means in terms of their academic program and scheduling. (i.e. thematic units; trips; the role of technology)
- A literacy-rich learning environment should be supported by the budget at each school. Schools will need to determine what this means in terms of their academic program and scheduling. (i.e. libraries for each classroom at each grade level; Reader-Writers Workshop as a school-wide model; adapting a newspaper program at the school)

#### PreK – 8 Scheduling Model (Grades 6-8):

Class	Duration	# of Days
English	80-90 minutes 45 minutes	4 days/week 1 day/week
Math	80-90 minutes 45 minutes	4 days/week 1 day/week
Science	45 minutes 90 minutes	5 days/week 5 days/week; one semester long
Social Studies	45 minutes 90 minutes	5 days/week 5 days/week; one semester long
Advisory	45 minutes	1 day/week
2 Electives	Variety of Options Available	

- Extended Collaborative planning time for 80-90 minutes 1 day/week

#### PreK-8 Programmatic Features:

Students are to receive instruction in all core subject areas as well as in Foreign Language and Algebra.

- Foreign Language:
  - Foreign Language is to be offered at the middle grades level of PK-8 schools. Schools that have the ability to offer it at the Elementary and/or Intermediate level should do so.
  - Students can receive ½ credit for Foreign Language in 7<sup>th</sup> Grade and ½ credit in 8<sup>th</sup> Grade. Successful completion of two full years of Foreign Language allows students to receive one Carnegie Unit.
- Algebra:
  - Algebra is to be offered in Grade 8. Class size for Algebra may be small due to student preparation and readiness. However, student cohort groups are to be identified and supported. Students not “ready” to take Algebra should be offered a “pre-Algebra” course in preparation for 9<sup>th</sup> grade Algebra.
  - Students will receive HS credit for taking and passing Algebra in 8<sup>th</sup> Grade. However, because a good understanding of Algebra is fundamental to other HS Math, it is imperative that students be adequately prepared to take on the challenges of subsequent math courses even though he/she has “passed” 8<sup>th</sup> grade Algebra.
  - Schools within a mile of each other can and should work together to determine how best staff can be shared among them for the support of Foreign Language and Algebra instruction in these PK-8 schools.
- Electives:
  - Electives are to be developmentally appropriate as they fulfill the needs and interests of the student population at each school.
- Extra-Curricula:
  - Schools are to develop a plan for subsidizing extra-curricular activities and programs inclusive of both internal staff and external partnerships/constituents.

### Advanced Placement (AP) Courses

As previously discussed with the Superintendent for Cluster 5 schools, it is our goal that every student completes a college-preparatory sequence of study in high school, including experience in college-level courses. To that end, we expect every high school to offer a minimum set of Advanced Placement courses in the four core academic areas: English, math, history and science.

Starting in SY2011-12, every high school is expected to offer:

1. AP English Literature and Composition **or** AP English Language and Composition
2. AP Calculus AB
3. AP US History **or** AP US Government
4. AP Biology

Our current AP offerings vary widely across our schools. Therefore, for SY2010-11, we expect that the following steps will be taken:

1. Every school will offer at least three of the four courses listed above.

2. If your school offered three of the four courses in SY2009-10, then we expect you to add the fourth course.
3. All of the AP courses listed above that are offered in SY2010-11 and after will have a minimum enrollment of 15 students.

If a principal wishes to substitute a course (e.g. AP Chemistry in lieu of AP Biology), they may do so through the petition process with their instructional superintendant.

## IV. GUIDANCE ON USE OF FUNDS

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### Comprehensive Staffing Model Funds

The Comprehensive Staffing Model (CSM) will consist of certain positions that cannot be changed or modified under any circumstance, other than through a petition approved by the Chancellor. These “Core Staffing,” positions include the positions delineated on page 7 of this guide and in greater detail in Appendix D. If a school participates in the Fillmore Arts Program, art and/or music can be changed without a petition. Currently the Fillmore schools are: Garrison, Hearst, Hyde, Key, Ludlow-Taylor, Raymond, Ross, Stoddert and West. Mamie D. Lee, Takoma, Truesdell and Walker-Jones are partial participants and will need to demonstrate that all students have art and music.

The majority of CSM funds is unrestricted (flexible) funds to finance the operation of each school and should be *allocated by the principal to expenditures (personnel and non-personnel) that would best support the school’s academic achievement*. These resources fund teachers and support staff, building leadership, supplies and materials, field trips, short-term substitutes and custodians (as opposed to custodial foreman which is part of the core staff). Comprehensive Staffing Model funds constitute the majority of resources allocated to each school and should be used to support the core program. (Please see APPENDIX C: COMPREHENSIVE STAFFING MODEL for an overview of how the various positions are allocated through this model.)

CSM add-on funds for student with special needs and/or English language learners must be used to support those students. These resources are considered part of the Core Staffing for a school. It is not permissible to use these resources to support the general academic program. Schools may not use Special Education funds to add an additional foreign language teacher. Add-on resources are intended to fund items that extend beyond the basic academic program, such as special education or ELL teachers and aides, specialized supplies or materials to support these populations or professional development directly related to serving these students. For Special Education, add-on funds should be used to support inclusive learning in the least restrictive environment by providing personnel, programs, and materials that increase access to the general curriculum and increase the capacity for teaching and learning. Items such as field trips, computers or basic supplies and materials should be funded through the general CSM allocation.

### Head Start

The Office of Early Childhood is working with the Department of Health and Human Services, Office of Head Start to review the allocation of Head Start federal funds provided to DCPS. Pending the outcome of this work, there may be a budget impact to schools, particularly those that offer Head Start programs. All potentially affected schools will receive additional guidance from the Office of Early Childhood Education during the week of January 4<sup>th</sup>.

## Title I Part A

Title I funds may be used for a variety of services and programs, with a special focus on instruction in reading and mathematics. Title I funds are to be used to **supplement** the amount of funds that would be made available from non-Federal sources and not to **supplant** funds from the regular budget.

Federal funds are consolidated with local funds into one total budget for schools operating in a school wide Title I program only. For Non-Title I or Targeted Assistance Title I programs, grant funds are not consolidated with local funds, and are treated separately. DCPS has four Targeted Assistance schools: Brent ES, Hardy MS, Wilson SHS and Ellington SHS.

Schools with poverty rates between 35% and 40% – as determined by the number of students that qualify for free or reduced-priced meals are considered “Targeted Assistance” schools and must use educationally related criteria to identify students to be served under Title I. Schools above 40% may operate school-wide programs; however, the programs must uphold the key objective of Title I – closing achievement gap and serving the most disadvantaged.

Schools identified as “in need of improvement” must spend at least 10 percent of their school-wide funds (inclusive of Title I Part A) or Targeted Assistance funds to provide the school’s teachers and principal with high-quality professional development that directly addresses the academic achievement challenges that caused the school to be identified for school improvement. For a complete list of these schools, please see Appendix F.

Although entitlement monies (i.e. Title 1 and II) are consolidated into each school’s overall budget (except Targeted Assistance Schools as described above), schools must use their Comprehensive School Plan as a guide to ensure that the federal requirements of these monies are met.

### How should Title I Funds Be Programmed

- Hire/ contract Reading and/or Math Resource Instructor to provide intensive academic intervention to students
- Administrative Premium to pay teachers for before-school or after-school tutorial programs
- Purchase of educational software and equipment that will support and enhance classroom instruction
- Embedded professional development activities to support instruction
- Development of reading and math intervention programs targeting the most academically at-risk students
- Conferences that focus on strengthening leadership and instructional capacity within the school and support reform measures
- To support parental involvement activities that were included in the Comprehensive School Plan/Amendment (also referenced as Parent Partner activities)
- To support policies, procedures and activities articulated in the Parent Compact of School Parental Involvement Policy (also referenced as Parent Partner activities)

### Allowable Uses

The Title I legislation encourages the use of strategies such as extended day (before- and after-school programs), extended year, and summer programs to increase learning time. Other expenditures of funds include:



- Hire or contract personnel to provide instructional services;
- Payment of stipends to parents as volunteer partners in the school;
- Purchase of supplies and materials, equipment, software, machinery and reference materials;
- Purchase of furniture for student/teacher computer stations and other instructional media;
- Payment for approved local and out-of-town travel, hotel accommodations, conference, convention and registration fees supporting research-based strategies;
- Payment for services that serve an educational purpose toward improving student achievement;
- Payment of professional development activities which may include tuition and employee training to meet the highly qualified staffing requirements; and
- Payment for grants and gratuities inclusive of incentive awards for students, staff, and parents.

### Restrictions on Use of Title I, Part A Funds

Funds should not be used to:

- Support catering services that are not explicitly and directly tied to its Title I program related to students and parents
- Fund extracurricular activities (i.e., Six Flags) and paraphernalia (i.e., iPods) not directly linked to a Title I academic program
- Supplant(replace) funds from the core school budget

Schools identified as “in need of improvement” must spend at least 10 percent of their Title I, Part A for the purpose of providing to the school’s teachers and principal high-quality professional development that:

- Directly addresses the academic achievement problem that caused the school to be identified for school improvement;
- Meets the requirement for professional development activities as outlined in the school’s school improvement plan; and
- Is provided in a manner that creates increased opportunity for participation in the professional development.

## Title II, Part A – Professional Development

Title II Part A funds may be used to support high-quality professional development activities as described by NCLB Act of 2001. Funds may be used to provide follow-up training for teachers who have participated in professional development activities to ensure that the knowledge and skills learned by teachers are implemented in the classroom.

### How to Program Funds

- Intensive, classroom-focused professional development services that are aimed at improving the quality of instruction
- Conferences that are **supported with a sustainability plan** that will ensure that essential information and strategies will have a lasting impact on classroom instruction
- Training to incorporate technology that enhances classroom instruction

### Allowable Uses

- Are high quality, sustained, intensive and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom;

- Are not one (1)-day short-term workshops or conferences, unless supported with a sustainability plan which is approved by the DCPS LEA Office of Grant Programs;
- Improve and increase teachers' knowledge of core subjects [ English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography] they teach;
- Are an integral part of a school-wide improvement plan;
- Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging content standards and performance standards;
- Improve classroom management skills;
- Support training of highly qualified teachers;
- Advance teacher understanding of effective instructional strategies that are impacted by scientifically-based research and include strategies for improving academic performance;
- Are aligned with and directly related to the content standards;
- Are developed with extensive participation of teachers, principals, parents and administrators;
- Provide training for teachers and principals in the use of technology used to improve teaching and learning in core academic subjects in which the teachers teach;
- Are regularly evaluated for their impact on increasing teacher effectiveness and improving student academic achievement;
- Provide instruction in methods of teaching children with special needs;
- Include instruction in the use of data and assessments to inform and instruct classroom practice; and
- Include instruction in ways that teachers, principals, and pupil services personnel can work more effectively with parents.

Funds may be used to provide follow-up training for teachers who have participated in professional development activities to ensure that the knowledge and skills learned by teachers are implemented in the classroom.

#### **Restrictions on Use of Title II, Part A Funds**

Funds may not be used to:

- Provide direct services to students and parents;
- Purchase educational supplies, materials or equipment for student use;
- Construct facilities
- Supplant(replace) funds from the core school budget

## V. AVERAGE COST BY POSITION

Average cost (salary + benefits) will be used for the various positions found in schools. This amount is used for budget development, and does not represent the actual salaries/benefits individuals would receive. These costs are pre-populated in the budget template.

Average salaries are adjusted each year based on an analysis of changes in the labor force, step increases and negotiated pay raises. The chart below represents average salaries for FY11.

Pay Plan	Grade	SY 10-11 Average Cost	Example Job Titles
DS	4	\$41,038	Clerks
DS	5	\$44,771	Registrars
EG	4	\$33,882	Educational Aides: 10 months/70 hours
EG	5	\$43,108	Behavioral Technicians, Library/Tech Aide
EG	7	\$52,568	Administrative Aides
EG	9	\$76,993	Teachers (12 months)
EG	7	\$52,197	Attendance Counselors/Computer Lab Coordinator
EG	9	\$48,465	Admin Assistants: Non-Union/Parent/Tech/Prof. Development Coordinator
EG	11	\$76,062	Business Managers
EG	12	\$88,615	Administrative Officers
ET	6	\$138,710	Principals (all)
ET	8	\$113,467	Assistant Principals (all)
ET	10	\$99,984	Special Education Coordinator/Dean of Students, Program /Academy /ISS Coordinators
ET	15	\$84,026	Teachers, Counselors/Librarians/ Social Workers/Psychologists
RW	5	\$43,015	Custodians
SW	5	\$93,799	Custodial Foreperson

## VI. NON-PERSONNEL SPENDING

In previous years, many schools have not budgeted enough funds towards Non-Personnel Spending (NPS). There are six major areas that schools should be preparing for: Technology, Custodial Supplies, Travel, Office and Classroom Supplies, Support Services and Miscellaneous Expenditures. Analysis of school needs from FY09 showed that schools required an average of **\$301** of NPS spending per student. Schools are advised to evaluate current needs and budget accordingly. While **\$301 per student is only advisory**, budgeting significantly less than this will require an explanation during the budget roundtable process.

**We encourage all schools to use the following information as a “checklist” to ensure the school can provide the necessary supplies, equipment and furniture to support its educational program. Schools should similarly consider multi-year funding strategies to support the purchase or replacement of larger, more expensive items such as Smart boards or cafeteria tables.**

### 1. Technology - \$6 per student

1. Printers
  1. Ink cartridges
  2. Maintenance
2. LCD projectors
3. Smart boards
4. Telephones (lines needing to be moved)
5. Computers for all teachers (new and returning)
6. Software and licenses for computer programs
7. Read 180

### 2. Custodial Supplies - \$29 per student

1. Cleaning
2. Maintenance
3. Ice Melt
4. Equipment

### 3. Travel - \$20 per student

1. Professional Development
2. Field Trips

### 4. Office and Classroom Supplies - \$170 per student

1. Copy paper
2. General teacher supplies
  1. Markers
  2. Paper
  3. Pencils
  4. Chalk
  5. Bulletin board paper
  6. School start-up supplies
3. Art, science and music supplies
4. Library books
5. Printing
6. Furniture (desks, cafeteria tables, etc.)

### 5. Support Services - \$22 per student

1. Medical
2. Security equipment
3. Contractors and professional services

### 6. Miscellaneous Expenditures – \$54 per student

1. School-specific needs

During the current school year, schools under budgeted in the following five areas:

1. Office and educational supplies
2. Custodial and maintenance
3. Cleaning supplies
4. Telephones and computers
5. Printing and postage

### Additional Budget Specifications

- Schools are expected to budget a sufficient amount for substitute teachers. The following are the **minimum** substitute days schools will need to budget:
  - 75 for Elementary, PreK-8 and Middle Schools
  - 150 for High Schools
- Overtime for custodians and security should be taken care of, in full. As a point of reference, schools should budget based on historical expenditures.
  - Overtime costs should cover custodial overtime for weather events and special school events outside of regular school hours (dances, performances, athletics, etc.).
  - Overtime costs should cover additional security costs associated with special school events outside of regular school hours (dances, performances, athletics, etc.).
- Administrative Premium should be budgeted based on historical expenditures – Teachers and Paraprofessionals only (ET 15, EG 09- Instructors and EG 4)

### Special Education NPS Guidance

- Schools should set aside NPS funds for the delivery of specialized instruction in their school budgets. These funds should be spent on —but not limited to—those items in the section marked “Special Education services funded at the school level.”
- Some special education expenses can be considered, on a case-by-case basis, for central funding:
  - Costs associated with students with particularly expensive needs
  - Specialized instructional devices or other accommodations with prohibitive costs
  - Costs associated with facilitating inclusion

## VII. ITEMS FUNDED BY LOCAL SCHOOL BUDGETS VS. ITEMS FUNDED BY CENTRAL DEPARTMENTS

The table below delineates those items that are funded directly in the local school budgets and those items that are not funded in the local school budget but are funded by school support budgets at a central level. Items funded in the local school budgets should be included in the budget submitted by the school. The table is not exhaustive but is designed to answer most questions relative to what should be funded in the local school budget.

Funded by Local School Budgets	Funded by School Support Budgets
<b>General Education Staffing</b>	
<ul style="list-style-type: none"> <li>▪ General education teachers</li> <li>▪ General education and pre-K aides</li> <li>▪ Librarians/media specialists and aides</li> <li>▪ Guidance counselors and clerks</li> <li>▪ School psychologists and social workers (non-special education)</li> <li>▪ Attendance counselors</li> <li>▪ Computer lab coordinators and aides</li> <li>▪ Parent coordinators</li> <li>▪ Principals and other administrative staff</li> <li>▪ Management staffing overtime</li> <li>▪ Short-term substitutes (sick leave &amp; professional development)</li> <li>▪ In-school suspension coordinators</li> <li>▪ JROTC</li> <li>▪ Overtime for custodial staff</li> <li>▪ Overtime for School Security Officers for special events</li> </ul>	<ul style="list-style-type: none"> <li>▪ Long-term substitutes (those that serve over 10 consecutive days in the same classroom)</li> <li>▪ School Security Officers</li> </ul>
<b>Materials and Transportation</b>	
<ul style="list-style-type: none"> <li>▪ Educational supplies</li> <li>▪ Field trips</li> <li>▪ Optional, school-based testing</li> <li>▪ Non-adopted texts/curricular materials</li> <li>▪ Office supplies</li> <li>▪ Copy paper</li> <li>▪ Furniture and fixtures</li> <li>▪ Printing Services</li> <li>▪ Postage</li> </ul>	<ul style="list-style-type: none"> <li>▪ All adopted new and replacement textbooks and consumables</li> <li>▪ District-wide testing materials and supplies</li> <li>▪ Replacement textbooks &amp; consumables</li> <li>▪ Adopted text consumable materials</li> </ul>

<i>Special Education</i>	
<ul style="list-style-type: none"> <li>• Special Education teachers</li> <li>• Educational paraprofessionals</li> <li>• Special education coordinators (SEC) and SEC required technology resources, including: <ul style="list-style-type: none"> <li>○ High-resolution fax machines necessary for all staff, including related service staff, using the Special Education Data System (SEDS)—most schools received these from OSE prior to the '09-'10 school year</li> <li>○ MacBook Pro laptop replacements if a school fails to retrieve a laptop from an outgoing SEC</li> <li>○ Service charges for Blackberries used by SECs.</li> </ul> </li> <li>• Administrative Premium</li> <li>• Assistive technology devices required by an individual student as part of the IEP. Adaptive furniture for special needs students</li> <li>• Office supplies and copier</li> <li>• All furnishing for classrooms/offices, including specialized equipment utilized to position, feed, lift, and diaper/change students in classrooms</li> <li>• All classroom and resource materials (including psychometric tests and evaluations) utilized by special education teachers, therapists, and paraprofessionals, including: <ul style="list-style-type: none"> <li>○ Vocational assessments</li> <li>○ Educational Assessments (such as the Woodcock-Johnson or the Battelle Developmental Inventory)</li> </ul> </li> <li>• Appropriate planning time for staff to complete IEP's as required by State and federal regulations</li> <li>• Dedicated paraprofessionals assigned outside of Office of Special Education Reference Guide procedure (see link in next column) will be funded by the school.</li> </ul>	<ul style="list-style-type: none"> <li>• General District Level IDEA compliance</li> <li>• Cluster and central office staff monitoring school compliance with IDEA and providing technical assistance to ensure students get necessary services.</li> <li>• Related Service Providers needed to implement services required by IEP's</li> <li>• Itinerant teachers for low incidence needs (such as DHH teachers, Adaptive PE teachers, and Orientation and Mobility teachers for students with visual impairments)</li> <li>• Dedicated paraprofessionals requested through the process outlined in the Office of Special Education Resource Guide (<a href="https://sites.google.com:443/a/dc.gov/office-of-special-education-reference-guide">https://sites.google.com:443/a/dc.gov/office-of-special-education-reference-guide</a>)</li> </ul>

<b>Bilingual/ ELL</b>	
<ul style="list-style-type: none"> <li>▪ Bilingual and ESL teachers</li> <li>▪ Bilingual counselors</li> <li>▪ Translation aides</li> <li>▪ Itinerant ESL teachers (90% of total ESL Allocation)</li> <li>▪ Schools with ELL populations greater than 125 students <ul style="list-style-type: none"> <li>○ Elementary schools that have designated the bilingual service provider (BSP) to be a bilingual/ESL teacher are to provide one class period per day for the BSP's duties</li> <li>○ Secondary schools are to designate a 0.5 BSP as part of total FTE requirement</li> </ul> </li> <li>▪ Compensation and/or scheduling accommodations for staff to interpret at parent conference or school events</li> <li>▪ Compensation to staff for written translations of school-related material</li> <li>▪ Written translations of school materials (not originating from the central office)</li> <li>▪ Monitoring of former LEP students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional development on the teaching and learning of ELLs</li> <li>▪ New bilingual and ESL teacher support</li> <li>▪ Initial English language proficiency and academic assessment placement testing</li> <li>▪ Annual English language proficiency testing material</li> <li>▪ Bilingual/ESL Interpretation and Translation <ul style="list-style-type: none"> <li>○ Provide interpreters when language needed is not available in the school</li> <li>○ Provide translations of material disseminated by Central Office</li> </ul> </li> <li>▪ Data maintenance and distribution on ELL population in DCPS</li> </ul>
<b>Head Start</b>	
<ul style="list-style-type: none"> <li>▪ Guidance on Head Start will be forthcoming in the first week in January.</li> </ul>	
<b>Facilities</b>	
<ul style="list-style-type: none"> <li>▪ Custodians and Custodial Foreperson</li> <li>▪ Custodial overtime</li> <li>▪ Cleaning supplies (Toilet Paper, light bulbs, cleaning agents, etc)</li> <li>▪ Custodial supplies and equipment (Buffers, Ice Melt, etc)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Boiler plant operators/engineers</li> <li>▪ Maintenance and grounds keeping staff</li> </ul>
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>▪ Non-DCPS delivered professional development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Technical assistance to provide training on administrative support systems</li> </ul>



<i>Technology</i>	
<ul style="list-style-type: none"> <li>▪ Hardware acquisition (in accordance with all system standards)</li> <li>▪ Computers for teachers</li> <li>▪ Software acquisition (in accordance with all system standards)</li> <li>▪ Consumable computer supplies</li> <li>▪ New wiring (voice, data) beyond school-site installations</li> <li>▪ New phone installations monthly charges for first year</li> <li>▪ Security technology (i.e., cameras)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Automated service request in support of network, desktop and administrative systems</li> <li>▪ Technical support of classroom and library computer systems</li> </ul>

## Nurses

All DCPS schools receive full-time nursing services coverage at no charge to the school. The nurses are provided through a contract between the DC Department of Health (DOH) and Children's National Medical Center (CNMC). As these are not DCPS employees, CNMC maintains all employer rights and responsibilities for these nurses (some specialized schools may receive additional nursing services).

If a nurse in one of the participating schools is unable to continue full-time employment, DOH will provide a replacement nurse for that school as soon as possible. Principals may work with the appropriate DOH supervisor to evaluate nurses and to request any kind of disciplinary action or removal.

Note: the nurses' union requires that only nursing professionals may evaluate these nurses. Principals may participate in this evaluation, but only DOH can formally conduct the evaluations.

## VIII. MAXIMIZING BUDGET POTENTIAL

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### Sharing Staff Between Schools

A strategy to maximize resources at the school level is to share staff between two schools. Two buildings may partner to share, for example, one art teacher and one music teacher, enabling the students of both schools to have art and music education. Similar arrangements could occur with other staff. Schools, with the permission of the instructional superintendent, may share building administrators between two schools. The intention is for schools to be creative in ways to maximize the instructional opportunities for children.

Arrangements to share staff are executed through an agreement that is signed by each principal as well as the appropriate instructional superintendent(s). This agreement must stipulate which principal is responsible for evaluation and timekeeping for the individual. Scheduling should be finalized early enough to ensure alignment with the master scheduling process. Please see **APPENDIX D: SHARED PERSONNEL SERVICES AGREEMENT**.

#### Positions Eligible for Sharing:

- ET 15 non-classroom instructors (e.g., math/reading resource, librarian, counselor, social worker, art/music/PE teachers)
- Administrative staff (business managers, administrative assistants)
- Custodial foremen (so long as coverage is arranged for opening and closing of school building each day)
- Counselors
- Coordinators
- Principal & assistant principal (see note above)

### Class Size

Research indicates that smaller class size is linked with increased student achievement only for early childhood. You should aim to build small class-sizes and staff paraprofessionals for our PS-K classes. Pre-School classrooms should not exceed 15 students. Pre-K classrooms should not exceed 20 students. Class sizes in the mid-20s in the elementary grades are consistent with research on good practice.

### Multi-Age Classrooms

Research on multi-age classrooms demonstrates that students in multi-age settings do as well or better than they would have in single grade classrooms. By creating multi-age classrooms, you can both effectively serve the students in the classroom and provide a breadth of services to all children. Schools should work with their instructional superintendent to make decisions relative to where multi-age classrooms can best support the needs of their schools.

## IX. OFFICE OF BILINGUAL EDUCATION BUDGET GUIDELINES

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Bilingual/English Language Learner (ELL) staff assigned to each school is based on the numbers of English Language Learners (ELLs) served in your school. The projected numbers were provided by the Office of Bilingual Education and are based on current and historical enrollment. The number of staff (and budget allocation) assigned to each school is based on the following compliance formula:

### For Elementary Schools

- For every 22 English Language Proficiency (ELP) Level I - IV students : 1 bilingual/ELL teacher
- For every 50 ELP Level I students : 1 translation aide
- For every 100 ELP Level I - IV students : 1 bilingual counselor

### For Secondary Schools

- For every 15 ELP Level I students : 1 bilingual/ELL teacher
- For every 22 ELP Level II - IV students : 1 bilingual/ELL teacher
- For every 50 ELP Level I students : 1 translation aide
- For every 100 ELP Level I - IV students : 1 bilingual counselor

### For Schools with 11 – 16 students (any level) will receive .5 bilingual/ELL teacher

- Schools with less than 10 students (any level) will receive services by a bilingual/ELL itinerant teacher(s) assigned and managed by the Office of Bilingual Education. These staff members will NOT be school based but will be deployed to each school to service the students.

*The formula used by the Office of Bilingual Education to allocate bilingual/ELL teachers rounds to the nearest .5 FTE. For example, if your elementary school has 37 ELLs, you will be assigned 1.5 bilingual/ELL teacher. If your secondary school has 11 Level I students (.73) and 24 Level II students (1.1), you will be assigned 2 bilingual ELL teachers.*

## X. OFFICE OF SPECIAL EDUCATION SCHOOL BUDGET GUIDELINES

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Schools will receive special education teachers and paraprofessionals based on the number of students eligible for special education services. All schools will be required to have a special education coordinator as part of the core staffing model. Given the complexity of supporting students with special needs, the Office of Special Education will provide technical assistance for any school requesting assistance with properly staffing the school to meet special education obligations.

### Determining Special Education Teacher Allocations

#### Special Education Teacher Allocations

Special education teachers are funded in the local school budget. Teacher allocations\* will be determined using the following formula.

- Base allocation of teachers: 1 teacher per 10 students with a full-time IEP in a given disability category, excluding autism, where the ratio is 1 teacher per 7 students.
- Additional teachers: 1 teacher per 20 students with a part-time IEP

If a school's budget development team believes this formula provides the school with an insufficient number of teachers, technical assistance is available prior to the time the school submits its budget to ensure proper staffing. Schools may utilize the petition process, through their instructional superintendent, if they believe the formula has not adequately captured their needs.

### Determining Special Education Paraprofessional Allocations

#### Two Types of Special Education Paraprofessionals

Paraprofessionals can serve two roles—classroom support or dedicated services. These two roles are built into the school budgets differently.

##### 1. Paraprofessionals Providing Classroom Support

Paraprofessionals supporting the delivery of specialized instruction (formerly called, "Educational aides") are allocated using a "base + ratio" calculation. In most cases, the base number of classroom support paraprofessionals will be equal to the base number of special education teachers. A ratio of 1:30 is used to allocate additional paraprofessionals to the base.

There is one exception to the paraprofessional allocation model described above. This exception is for self-contained Autism classrooms, which should be staffed with 2 paraprofessionals. Once the classroom has more than 7 students, an additional educational aide should be assigned. Schools with such programs will be given additional aides for these classrooms in their budget allocations.

##### 2. Paraprofessionals Providing Dedicated Services

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\* Planners should keep in mind that the base allocation is for determining the total number of special education teachers not classroom composition. Programmatically, principals should endeavor to create non-categorical classrooms whenever possible.

Paraprofessionals that perform unique highly specialized dedicated services (formerly called “dedicated aides”) are budgeted centrally.

Each school will receive a projected number of paraprofessionals that provide dedicated services in the school budget worksheet. Generally, the projection is based on the number of paraprofessionals equal the number of students with dedicated aides that enroll in the school.

Planners should keep in mind that dedicated paraprofessionals may be assigned to one or more students with particular, intensive needs, pursuant to the students’ Individualized Education Plans. Planners must follow specific procedures for assigning a dedicated aide outlined in the Office of Special Education Reference Guide. The Office of Special Education will be increasing its due diligence around dedicated aide assignment and usage.

For additional information regarding dedicated aides, please, refer to the Office of Special Education Reference Guide (<https://sites.google.com/443/a/dc.gov/office-of-special-education-reference-guide>).

### **Early Childhood Education budget implications resulting from DCPS’ increased Early Childhood efforts**

DCPS is increasing its efforts to meet IDEA obligations to intervene early when students may have disabilities. As a result, Early Stages has been charged with increasing the identification of 3-5 year olds who are eligible for special education. Each school should expect to have additional special education students in its 3 and 4-year old classrooms. Schools will be contacted directly in January about how many students they can expect in the coming school year.

### **Special Education Coordinators**

As a rule, every school must have an **ET-10** serving as a Special Education Coordinator (SEC). **No school will be permitted to have an ET-15 serve in the capacity of a Special Education Coordinator.** As a general guideline, a school should allocate one SEC for every 250 students enrolled.

Any school wishing to forego the use of a full-time Special Education Coordinator must go through the standard, petition process. Petitions in this area will be evaluated on the following criteria:

- The school must demonstrate how the funding set aside for the SEC will be used to support special education services in the school.
- The school must demonstrate how any duties performed by SEC’s (including assessing IEP quality for IMPACT) will be performed by school staff.
- The school must demonstrate how it will, using its local budget, provide for any services needed during the summer that are normally provided by ET-10 SEC’s, such as chairing IEP meetings for students enrolling during the summer.
- Schools with autonomous status are automatically afforded the ability to develop such an alternative plan.
- No approvals will be granted to use an ET-15 as a special education coordinator.

### Cluster Programs

Cluster programs are defined as any self-contained classroom where the plurality of students is not in their school of right. Whenever possible, OSE strives to place students back in their neighborhood schools, where the school can work to increase the amount of time that these students spend with their nondisabled peers in a manner consistent with IDEA and best practice. In School Year 2010-2011, OSE will begin the process of dismantling these clusters. Principals of schools that will be impacted by these changes will:

- Receive notification prior to receiving their preliminary budget. The initial enrollment projection that schools receive on January 4 will not include the projected enrollment change from these changes. However, OSE will work with schools in the first weeks of January and the final budget allocation that schools receive on January 14 will reflect these changes.
- Receive support on how to build their budget and instructionally support the students who are returning to their school of right both during and after the budget development process.

### Repurposing Special Education Funds

Schools cannot use PS or NPS funds designated for the support of students receiving special education services for any other purpose.

Summary of Special Education Budget Information			
Teacher Allocation Process: based on a formula, with analysis supporting the allocation	"Base + Ratio" formula	Base: accounts for full time IEPs: 1 teacher per 10 students (7 students for autism)	Ratio: accounts for part time IEPs; 1 teacher per 20 students
Educational Paraprofessional Allocation Process	1 job description, 2 roles, 2 funding sources	Dedicated aides: centrally funded	Educational Aides: Equal to base for teachers
Other PS Allocations	Unless otherwise approved, All schools required to have an ET-10 Special Education Coordinator according to the formula allocation		

## ENGAGING THE LSRT AND SCHOOL COMMUNITY IN BUDGETING PROCESS

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The school principal is ultimately responsible for making decisions regarding the school's budget and must ensure that it is aligned with the DCPS Effective Schools Framework and Comprehensive School Plan, and should work closely with their instructional superintendent. Further, principals should work to involve various members of their school community, including the Local School Restructuring Team (LSRT) or School Budget Committee (SBC) in developing a robust budget as this brings valuable community insight to the process.

The school principal is the point of contact for budget and staffing, as well as academic programming. It is incumbent upon the building administrator to share information and seek input from greater school community on issues surrounding budget development and local school planning. During the preliminary budget process, the principal should share pertinent information regarding the budgeting process with the various members of the school community (staff and parents) as appropriate.

As part of the FY11 budget process, LSRT or SBC Chairpersons will be given a sign-off in the Quickbase technology used for budgeting. This will require the Chairperson to confirm that they were substantively engaged in the building of the school's budget. This sign-off is not approval of the budget, but is required for a school's budget to be considered finalized. This signature will be required after the February 3, budget draft submission and before the budget can be finalized on February 18.

After a school's budget has been approved by the central office, the school's principal is expected to present the finalized budget to the school community.

## KEY NAMES AND CONTACT INFORMATION

As the budgeting process impacts all aspects of a school's operations, the DCPS central office is aligned to assist schools throughout the development of a budget. Further, staff is available to provide support throughout the year.

Cluster	Budget Analyst*	HR Specialist	Bilingual Education	Special Education	Operations Specialists
I	Melissa Tapscott 442-5212	Rachelle Olden 442-5394	Marsella Herran 576-8851	Elva Gloster 442-5475	Carmella Jackson & Ron Nicholas 698-1776
II	Melody Tally 741-0631	Sarina Piya 535-1298	Elba Garcia 576-8851	Gwen Brown 442-5480	Renee Jackson 729-3297
III	Eboni Temple 442-4274	Rachelle Olden 442-5394/ Sarina Piya 535-1298/ Whitney Miller 727-7868	Lorna Jefferson 576-8851	Cynthia Bell 442-5485	Richard Bachman & Lisa D. Richardson 442-5769
IV	Jacques Harley 442-5279	Whitney Miller 727-7868	Bethany Nickerson 576-8851	Carol Helton 442-5460	Derek Brown & Michael Samuels 698-0731
V	Jacques Harley 442-5279	Pankaj Rayamajhi 442-5496	Jeanne Castro 576-8851	Wanda Stewart 442-5479/ Karen Nicholason 442-5489	Drake Wilson & Tracee McSwain 698-1776
VI	Melissa Tapscott 442-5212	Pankaj Rayamajhi 442-5496	Ivy Chaine 576-8851	Vanessa Lykes 442-5137	Rochelle Wilson 939-2004

### LEA Grants - 442-5149

Dr. Tasha Johnson      Executive Director  
 Count Branham Interim      Executive Director  
 Karin Davis      Grants Mgmt & Allocation - Sr. Mgmt and Program Analyst  
 Damian Johnson      Program Specialist

### Other Contacts:

Brenda Haws      442-5284      Budget Director



David Franklin	442-5293	Budget Manager, Schools
Peter Weber	442-5344	Office of Human Resources
Elba Garcia	576-8851	Office of Bilingual Education
Dr. Richard Nyankori	442-5400	Office of Special Education
Evan Smith	442-5438	Office of School Operations
Miriam Calderon	535-1632	Office of Early Childhood Education
Josh Edelman	442-5155	Office of School Innovation
Count Branham	727-0938	Office of Federal Programs

\* Email for all individuals is [firstname.lastname@dc.gov](mailto:firstname.lastname@dc.gov).

## APPENDIX A: LIST OF SCHOOLS WITH INNOVATIVE PROGRAMS

	Enrichment Models		Integrated Service Models		Autonomous Projects		
	Catalyst	IB	SAM	FSS	Autonomous	Partnership	DC3
Beers ES	■		■				
Barnard Elementary					■		
Brent ES							■
Cooke ES		■					
Eaton ES	■						
Ferebee-Hope Elementary			■				
Garfield Elementary			■				
Hyde ES							■
Hendley ES			■				
Janney ES							■
Key ES					■		
Ludlow-Taylor ES	■						
Malcolm X ES	■						
Mann ES							■
Maury ES							■

	Enrichment Models		Integrated Service Models		Autonomous Projects		
	Catalyst	IB	SAM	FSS	Autonomous	Partnership	DC3
MC Terrell Elementary			■				
Miner ES							■
Moten at Wilkison Elementary			■				
Montgomery ES							■
Murch ES			■				
Orr ES							■
Patterson Elementary			■				
Payne ES	■						
Raymond Elementary			■				
Shepherd ES		■					
Simon Elementary			■				
Smothers ES							■
Stanton ES			■				
Takoma ES	■						
Tyler ES	■						
Webb/Wheatley ES							■

	Enrichment Models		Integrated Service Models		Autonomous Projects		
	Catalyst	IB	SAM	FSS	Autonomous	Partnership	DC3
Bell Multicultural	■						
Burroughs Education Campus (PS - 8)	■						
Emery EC (PS – 8)	■						
Langdon EC (PK – 8)	■						
Noyes EC (PS -8)			■		■		
Whittier EC (PS – 8)	■						
Deal Middle School		■					
Eliot-Hine Middle School				■			
Hart Middle School				■			
Johnson Middle School				■			
Kelly Miller Middle School				■			
Kramer Middle School				■			
Ronald Brown				■			
Shaw Middle School				■			
Sousa Middle School	■			■			

	Enrichment Models		Integrated Service Models		Autonomous Projects		
	Catalyst	IB	SAM	FSS	Autonomous	Partnership	DC3
Anacostia High School						■	
Benjamin Banneker High School		■			■		
Coolidge Senior High School						■	
Dunbar Senior High School						■	

## APPENDIX B: INSTRUCTIONS ON COMPLETING BUDGET TEMPLATE

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The QuickBase application is web based and is designed to work with all internet browsers. Complete instructions and orientation in this system will be provided at the principals meeting on January 14 at McKinley SHS.

The following is a recommended “order of operations” for completing the budget template.

Note: The Core Staffing positions will be pre-populated in the template and cannot be changed. The cells are locked and will only be unlocked if a petition is approved that allows for a change to the Core

Developing your budget electronically instead of by hand is much easier and will save you and your team a lot of time.

**Troubleshooting:** The Budget Analysts are available to help you with the development of your budget. Please feel free to call them any time you are in need of assistance.

### **School Based Management Staffing**

- For each item number under ***School Based Management Staffing***, enter in the the number your school wants to purchase. For example, if your school wants 3 assistant principals, you would enter “3” in the FTE space.

### **School Based Classroom Staffing**

- Under “***School Based Classroom Staffing***,” enter the number of teachers of each type. For example, if your school wants 23 general education teachers, enter a 23 in the *FTE column*

### **School Based Support Staffing and School Based Custodial Staffing**

- Repeat the process used for ***School Based Management Staffing***.
- The only Educational Aides (Behavioral Technician) that should be budgeted in this section are 12 month, 80 hour aides that are currently employed or have been approved by the Instructional Superintendents.

### **Budget All Part Time or WAE Staff**

**Part Time Staff** is defined as those employees who are between .5 and 1.0 FTE.

**WAE Staff** are those employees who are less than .5 FTE. The exception to this rule is returning retirees that may work more than half-time but do not receive benefits. (***STAY schools only***)

No additional 12 month, 80 hour instructional assistants can be hired

In addition, All Behavioral Technicians are 12 month, 80 hour employees.

In addition to part time staff, schools may want to hire WAE employees that are scheduled to work a specific number of hours each year not to exceed 1040 hours, which is equal to .5 FTE. (Returning retired employees may be WAE and work over 1040 hours per year.) (***STAY schools only***)

To determine how many hours a WAE employee will work during the year, use 2080 as the total number of hours per year. While no benefits are added to this wage, taxes of 7.65% should be included in the hourly rate listed. **(STAY schools only)**

- To find the hourly rate, take the yearly rate and divide it by 2080 *unless* the position is one that is an ET 16 or equivalent (teachers, psychologists, social workers, etc.). (See note below.)

**NOTE:** The hourly rate for WAE positions that are ET 16 is \$27.54 an hour.

### Budget Substitute Days

Schools are required to include short-term substitutes in their budgets. Short term substitutes are defined as those spending less than ten consecutive days in one classroom. For example, if a teacher is sick, the payment for that teacher's substitute should come out of the CSM. Alternatively, if a teacher is out on long-term leave, the payment for the substitute will be picked up by the central office after the first ten days.

- Project the number of days your school anticipates needing substitutes. It is required that elementary and middle schools budget a *minimum* of **75** substitute days. High schools are required to budget a minimum **150** days. **(Will be entered by budget analyst)**

### Budget All Administrative Premium / Overtime Pay

**Note:** It is strongly recommended that the LSRT review the "School Based v. Central Responsibility Table" provided in the guidebook. Funding for several types of administrative premium and overtime pay will continue to be provided centrally (athletic team coaches, for example). The LSRT should ensure it does not budget for an item provided centrally.

The academic plan may call for a staffing configuration that requires overtime or supplemental programs above and beyond what is provided centrally. Administrative Premiums and/or Overtime Pay may need to be budgeted. **Administrative Premium / Custodial Overtime Pay** enables the LSRT to budget for these costs.

**Note: Administrative Premium is only for ET-15 Teachers, EG 9 Instructors and EG 4 Aides ONLY.** Please budget an amount based on historical expenditures provided to you. Please contact your Budget Analyst if you need help in determining the proper amounts of Administrative Premiums / Overtime. Custodial overtime must also be budgeted in the appropriate line.

- 7.65% of all funds budgeted for overtime for custodial staff will be set aside for FICA (Social Security) taxes.

### Budget Non-Personnel Services (NPS)

The **NPS** part of your budget allows you to budget for non-personnel related expenditures, such as supplies and service contracts.

- Enter the cost associated with each category. (If you are not budgeting costs for a specific line item, you can leave the corresponding *Cost* cell empty). Please use the guidance provided in this document and make sure that you are close to the recommended \$301 per student or are prepared to explain why you have deviated from this amount.

#### **[Optional] Budget for Fillmore Participation**

Fillmore Arts Center is dedicated to providing opportunities for young people to acquire knowledge and self-confidence through study and participation in the arts. Fillmore works with parents, community leaders, local and national arts organizations to promote excellence in arts education. Fillmore's unique program helps students become responsible adults capable of making positive contributions to a culturally and ethnically diverse society.

Each student spends a half day at Fillmore taking two hour-long classes. Every child in the early childhood grades through 2<sup>nd</sup> grade has the same curriculum, rotating through visual arts, music, dance and drama over the course of the year. All second graders have hands-on exposure to the violin. Students in grades 3-6 choose classes from a wide variety of art areas. Classes (except for instructional music) change each semester. Class offerings include: Shakespeare, drama, tap, jazz, and African dance, wind, brass, and string ensemble, guitar, choral signing, animation, digital arts, ceramics, drawing and painting, creative writing, playwriting, musical theater, and interrelated arts.

If accepted, schools may participate in the Fillmore Arts Center and not hire an Art or Music Teacher. If a school is accepted to participate in the Fillmore program, the cost is \$293 per student. This cost does not include transportation to and from the program; schools must budget for this additional cost as well.

Schools participating in the Fillmore program should:

- Multiply the number of students participating in Fillmore by \$293 and enter the cost in the NPS section, "Fillmore Arts Center" of the template.
- Complete a Memorandum of Understanding in collaboration with the staff of Fillmore Arts Center. This should be turned in as a part of your Local School Plan and Budget.



## APPENDIX C: INSTRUCTIONS ON COMPLETING SCHEDULE A

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### **Schedule A – FY11**

Human Resources, in conjunction with the Office of the Chief Financial Officer, will work with the principals to develop their Schedule A for FY11 in accordance to their funding allocation.

The technology that will be made available on January 14 will incorporate staffing elements specific to your school to assist schools in planning. It is the responsibility of the principal to have their building seniority as a reference as they budget. After a school's budget has been approved, Human Resources will begin working with principals to hire or excess the effected positions.

# APPENDIX D: COMPREHENSIVE STAFFING MODEL

	CSM - FULL			CSM - STANDARD											
	Enrollment		FTE	Elementary		FTE	Middle		FTE	SHS		FTE	Enrollment		FTE
Principal			1			1			1			1			1
IT Support/Lab Tech			1			1			1			1			1
Attn Cslr (SHS)			0			0			0			1			1
Admin Aide			1			1			1			1			1
Business Mngr	1	250	0.5	1	250	0.5	1	250	0.5	1	250	0.5	1	250	0.5
	251	2000	1	251	2000	1	251	2000	1	251	2000	1	251	2000	1
Clerk		1 per	400		1 per	400		1 per	400		1 per	400		1 per	400
Registrar (SHS only)													0	375	0
School Administrator (Dean of Students, ISS Coordinator, Asst Principal)		1 per	300		1 per	400		1 per	300		1 per	300	376	2000	1
Special Education Coordinator	1	100	0	1	100	0	1	100	0	1	100	0	1	100	0
	101	250	0.5	101	250	0.5	101	250	0.5	101	250	0.5	101	250	0.5
	251	600	1	251	2000	1	251	2000	1	251	2000	1	251	2000	1
	601	2000	2												
Guidance Counselor (MS & SHS only)		1 per	400					1 per	400		1 per	400			
Social Worker or Counselor	1	250	1	1	250	0.5	1	250	1	1	250	1	1	250	1
	251	500	2	251	500	1	251	500	2	251	500	2	251	500	2
	501	750	3	501	750	2	501	750	3	501	750	3	501	750	3
	750	2000	4	750	2000	3	750	2000	4	750	2000	4	750	2000	4
Psychologist	0	500	1												
	501	2000	1												
Instructional Developer			2			1			2			2			2
Media Specialist or Librarian	1	250	0.5	1	250	0.5	1	250	0.5	1	250	0.5	1	250	0.5
	251	2000	1	251	2000	1	251	2000	1	251	2000	1	251	2000	1
Teachers	PS	15		PS	15		PS	15		PS	15				
Average class size	PK-K	20		PK-K	20		PK-K	20		PK-K	20				
	1-2	20		1-2	20		1-2	20		1-2	20				
	3-5	25		3-5	25		3-5	25		3-5	25				
	6-8	20	minimum of 4	6-8	20	minimum of 4	6-8	20	minimum of 4	6-8	20	minimum of 4			
	9-12	20		9-12	20		9-12	20		9-12	20		9-12	20	
Art teacher* (elem & preK-8 only)	1	250	0.5	1	250	0.5									
	251	400	1	250+	1 per	400									
	401	800	1.5												
Music teacher* (elem & preK-8 only)	1	250	0.5	1	250	0.5									
	251	400	1	250+	1 per	400									
	401	800	1.5												
PE teacher* (elem & preK-8 only)	1	250	0.5	1	250	0.5									
	251	400	1	250+	1 per	400									
	401	800	1.5												
Paraprofessionals	PS	15	1	PS	15	1									
Paraprofessionals	PK-K	20	1	PK-K	20	1									
Custodial Foremen			1			1			1			2			
Custodians	1	40,000	2	1	40,000	2	1	40,000	2	1	40,000	2	1	40,000	2
based on student sq ftg	40,001	65,000	3	40,001	65,000	3	40,001	65,000	3	40,001	65,000	3	40,001	65,000	3
150	65,001	90,000	4	65,001	90,000	4	65,001	90,000	4	65,001	90,000	4	65,001	90,000	4
sq ft/student	90,001	115,000	5	90,001	115,000	5	90,001	115,000	5	90,001	115,000	5	90,001	115,000	5
	115,001	140,000	6	115,001	140,000	6	115,001	140,000	6	115,001	140,000	6	115,001	140,000	6
	140,001	165,000	7	140,001	165,000	7	140,001	165,000	7	140,001	165,000	7	140,001	165,000	7
	165,001	190,000	8	165,001	190,000	8	165,001	190,000	8	165,001	190,000	8	165,001	190,000	8
	190,001	215,000	9	190,001	215,000	9	190,001	215,000	9	190,001	215,000	9	190,001	215,000	9
	215,001	240,000	10	215,001	240,000	10	215,001	240,000	10	215,001	240,000	10	215,001	240,000	10
	240,001	265,000	11	240,001	265,000	11	240,001	265,000	11	240,001	265,000	11	240,001	265,000	11
	265,001	290,000	12	265,001	290,000	12	265,001	290,000	12	265,001	290,000	12	265,001	290,000	12
OTPS			4.0%			3.5%			3.5%			3.5%			3.5%
Subs			\$ 11,000			\$ 8,000			\$ 11,000			\$ 16,000			\$ 16,000
Admin Premium/ Custodial OT		per pupil	\$87			\$87/student			\$87/student			\$87/student			\$87/student

\* At the secondary level, art, music and physical education teachers are included in the total teacher allocation.

**NOTE: Positions and ratios in yellow are "Core Requirements." Positions and ratios in white are advisory and part of "Flexible Funds."**

## APPENDIX E: SHARED PERSONNEL SERVICES AGREEMENT

The following represents the agreement between \_\_\_\_\_, the Primary School, and \_\_\_\_\_, the Partner School, to share the services of one budgeted position supported 50-percent by the primary school and 50-percent by the partner school.

The two school administrators have agreed, as signed below, for \_\_\_\_\_ to serve as the primary school. In response, funds from the partner school will be transferred to the primary school's budget for accounting and time reporting purposes. The budgeted position should be reflected on each schools Schedule A and PS worksheet as .5 Full-Time Equivalents.

Primary school		
Position No.	Position Title	Employee Name
Partner school		
Position No.	Position Title	Employee Name

### PRIMARY SCHOOL:

School Name: \_\_\_\_\_

Principal: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal

### PARTNER SCHOOL:

School Name: \_\_\_\_\_

Principal: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal

### Approved by:

Signed : \_\_\_\_\_ Date: \_\_\_\_\_  
Instructional Superintendent

Upon completion by the principals, this form should be submitted to the instructional superintendant for approval and submitted as a petition, through the petition process.

## APPENDIX F: SCHOOLS “IN NEED OF IMPROVEMENT” STATUS FOR TITLE I FUNDING

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### High Schools

Anacostia  
Ballou  
Cardozo  
Coolidge  
Duke Ellington  
Dunbar  
Eastern  
H.D. Woodson  
Luke C. Moore  
Roosevelt  
Spingarn  
Wilson

### Middle Schools

Deal  
Eliot-Hine  
Hart  
Jefferson  
Johnson  
Kelly-Miller  
Kramer  
MacFarland  
Ron Brown  
Shaw  
Sousa  
Stuart-Hobson

### Education Campuses

Brightwood  
Brookland  
Browne  
Burroughs  
Emery

Francis-Stevens  
LaSalle  
Marshall  
Powell  
Shaed  
Takoma  
Truesdell  
Walker-Jones  
Whittier  
Winston

### Elementary Schools

Aiton  
Amidon  
Bancroft  
Beers  
Birney  
Brent  
Bruce-Monroe  
Burrville  
C.W. Harris  
Davis  
Drew  
Ferebee-Hope  
Garfield  
Garrison  
H.D. Cooke  
Hendley  
Houston  
Kenliworth  
Ketcham  
Kimball  
King

Ludlow-Taylor  
Malcolm X  
Maury  
MC Terrell  
Miner  
Montgomery  
Moten  
Nalle  
Orr  
Oyster-Adams  
Patterson  
Plummer  
Randle Highlands  
Raymond  
Reed  
River Terrace  
Savoy  
Seaton  
Simon  
Smothers  
Stanton  
Thomas  
Thomson  
Tubman  
Turner  
Webb-Wheatley  
West

### Special Education Centers

Hamilton Center  
Mamie D. Lee  
Prospect

## APPENDIX G: BUDGET PETITION

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A school may petition to change any requirements of the Core Staffing. A successful petition demonstrates that despite the elimination of or change to the position, all students in the school will still receive the services and benefits intended by that position.

The petition must first be discussed with and approved by a school's instructional superintendant. All petitions must be approved by the instructional superintendant and submitted to Evan Smith, School Operations, no later than January 26, 2010. These petitions will be reviewed by the Chancellor and approved or denied by February 1. Final budgets are then submitted on February 3 reflecting any changes that were approved.

School Name: \_\_\_\_\_

Principal: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal

**Core Staffing position school wishes to eliminate (title, pay grade, full-time or part-time):**

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**Explain how the services provided by the eliminated position will continue to be available to ALL students in your school:**

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**New position or new NPS spending school intends to fund through this change (title, pay grade, full-time or part-time):**

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**Explain why this change is desirable for your school.**

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**Approved by:**

Signed : \_\_\_\_\_ Date: \_\_\_\_\_  
Instructional Superintendent

Upon completion by the principals, this form should be submitted to the instructional superintendant for approval and submitted to Evan Smith, School Operations.